



**MOUNT ST. MARY'S COLLEGE**  
On Two Campuses in Los Angeles

**1975—1976 Catalog Supplement**  
**Golden Anniversary Year of the College**



# **MOUNT ST. MARY'S COLLEGE**

## **in Los Angeles**


### **1975—1976 Catalog Supplement**

The catalog supplement for 1975—1976 contains additions to and changes in the regular catalog for 1974—1976. For all other information, please refer to the regular catalog.

For information concerning Interterm, consult the annual Interterm Bulletin.

For information on General Studies opportunities and requirements, see the regular catalog, pp. 53—56. A list of courses approved for General Studies and for Religious Studies credit is published annually. Such courses are also indicated in the current schedule of classes.

Upper division courses which may be taken for graduate credit are marked by an asterisk in the current schedule of classes.



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# TABLE OF CONTENTS

Academic Calendar .....	Inside back cover
General Information.....	5-8
Tuition.....	5
Fees .....	5-6
Residence Rates .....	6-7
Refunds .....	7
Writing Competency Requirement .....	8
<b>Additions to Credential and Graduate</b>	
Degree Programs in Education .....	8-15
Ryan Services Credentials .....	8-14
Ryan Specialist Credentials.....	8-14
Pre-Ryan Act Courses.....	14-15
<b>Additions to Baccalaureate and Graduate</b>	
Degree Programs in Other	
Academic Departments .....	15-23
Art .....	15
Business and Organizational	
Management .....	18-19
Consumer Studies/Home Economics.	16
Economics.....	18-19
English and Speech .....	16
French .....	16-17
History .....	20
Italian .....	17
Music.....	21
Nursing.....	21
Philosophy .....	22
Political Science.....	21
Psychology .....	22-23
Sociology.....	23
Spanish .....	17-18

## **CONTENTS (Cont'd)**

<b>Additions to Interdisciplinary Majors .....</b>	<b>24–26</b>
<b>Additions to Associate-in-Arts</b>	
<b>Degree Programs .....</b>	<b>26–27</b>
Business .....	26
Nursing .....	27
Pre-School and Early Elementary	
Teaching Specialization .....	27
Sociology .....	27
<b>Specialized Non-Degree Programs .....</b>	<b>27</b>
<b>Index .....</b>	<b>29</b>

# GENERAL INFORMATION

## TUITION. Payable at registration.

### Undergraduate students

Full-time (12-21 units/term plus Interterm) .....	\$2,000.00 per year;
.....	\$1,000.00 per term
Full-time (units in excess of 17/term) .....	72.00 per unit
Part-time (less than 12 units/term plus Interterm) .....	72.00 per unit

Tuition deposit (required of all incoming full-time undergraduate students. Not refundable. Applicable only to tuition.) ..... 50.00

### Graduate students

Tuition (per unit) .....	72.00
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### Special programs

College classes for high school students (per course) .....	100.00
Junior year abroad course registration per term .....	35.00
Tuition and fees for courses given at off-campus locations will be calculated on an individual basis.	

### Auditing courses

Students register for audit in the same manner as for credit and pay the same fees.

## FEES

### Student Body Fee

Students at Chalon Campus .....	5.00 per term
Associate Degree students, Doheny Campus .....	5.00 per term
Graduate and extended day students, Doheny Campus .....	2.50 per term

### Orientation Fee

(for new students) .....	10.00
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### Health Service Fee

Students at Chalon Campus .....	5.00 per term
Associate Degree students, Doheny Campus .....	5.00 per term
Full-time Graduate and extended day students, Doheny Campus Campus (Optional) .....	16.00 per term

### Student Health and Accident

Insurance .....	30.00 per year
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Nursing students and students living away from home are required to carry the student Health and Accident Insurance or show evidence of other health insurance coverage. Other students carrying nine units or more may elect to purchase student Health and Accident Insurance.

#### Examinations

ETS Aptitude Test.....	10.00
TOEFL.....	15.00
Comprehensive Examination....	50.00
Credit for a course by examination (non-refundable)	
Clinical Courses .....	100.00
Others, per course .....	50.00
Challenge Examinations (no credit, non-refundable) .....	15.00

#### General Fees

Application for admission (all students).....	15.00
Registration out of scheduled time.....	10.00
Change of registration (per course) .....	1.00
Graduation fee—Undergraduate students.....	25.00
Graduation fee—Graduate students.....	50.00
Project/Thesis Binding—Graduate students (per copy).....	5.00
Transcripts (each after the first).....	1.00
Evaluation of academic records.....	15.00
Teacher Placement File.....	25.00

#### Courses Requiring Special Fees

Student teaching—Elementary....	40.00
Student teaching—Secondary....	40.00
Education 115A.....	7.00
Education 115B.....	7.00
Education 115C.....	7.00
Education 115D.....	7.00
Education 137A.....	7.00
Education 137B.....	7.00
Education 137C.....	7.00

Applied music—part-time student (per course).....	35.00
Private music lessons—Fee paid to instructor	

Full payment of all expenses is due on or before registration day of each term. This includes all previous unpaid obligations.

Members of religious communities receive a forty per cent tuition discount during the academic year.

### RESIDENCE RATES

#### Chalon Campus

Board and small double room, .....	
.....	\$1,260.00 per year
.....	630.00 per term
Board and large double room, .....	
.....	1,340.00 per year
.....	670.00 per term
Board and small room, .....	
.....	1,410.00 per year
.....	705.00 per term
Board, single room, private bath, .....	1,510.00 per year
.....	755.00 per term
Board and room, Interterm only .....	150.00

#### Doheny Campus

Prague Hall, .....	1,360.00 per year
.....	680.00 per term

A guest rate of \$8.00 per day is required for residence during vacation period.

An advance payment of \$100.00 is required for a room reservation. Seventy-five dollars is applied to the student's account for the first term; twenty-five dollars is retained from the first payment as a room deposit (to be applied against unusual cleaning and damage costs) until such time as the student discontinues residence.

Students already in residence make an advance deposit of \$75.00 for priority in requesting a room for the following year.

Rooms are reserved for the year. Room assignments are made in the order of the receipt of the reservation payment.

Advance payment is forfeited if notice of withdrawal is received after August 1. Room deposit is forfeited if notice of intention to withdraw from residence is not given to the director of residence prior to the close of the Fall Term.

## REFUNDS

All students complying with the procedures established for withdrawal from the college or from a course are entitled to a refund according to the following scale:

Period of Time	Refundable
During first week (tuition)	100% minus \$25 administrative fee
During first week (room and board)	75%
During second week (tuition; room and board)	75%
During third week (tuition; room and board)	50%
During fourth week (tuition; room and board)	25%
After fourth week	0

The date on which the notice of withdrawal is filed with the Registrar's Office is used to calculate the amount of refund of tuition and/or room and board. Refunds will be first credited against a stu-

dent's financial aid if any, before a balance accrues to the student. No refunds will be made for fees.

Refunds will not be made in cases of suspension or dismissal.

When outside agencies, grants, scholarships, or loans do not cover the withdrawal or change of unit charge, the individual will be responsible for the amount due.

### Note Regarding Interterm

For full-time students no additional charge is made for Interterm; consequently, no refund will be made to anyone not attending. The tuition charge for the first half of the academic year which is paid in September covers the Fall Term and Interterm. The second half of the tuition charge for the academic year which is paid in February covers the Spring Term. For a full-time student entering the college for the first time after Christmas, payment for the Spring Term includes Interterm. Payment is made at time of registration. No refund will be made if the student does not attend Interterm.

The same policy applies to room and board charges. Since additional charges are not made, no refunds will be made.

Students who come to the college only for the Interterm and come outside the established exchange process will pay the regular per unit tuition and the board and room fee established for the Interterm.

A maximum of four units may be taken during an Interterm session. These units are not computed with the 12-17 units which a full-time student is allowed to take during the Fall Term or during the Spring Term.

## **WRITING COMPETENCY REQUIREMENT FOR STUDENTS IN BACCALAUREATE PROGRAMS**

### **Writing Competency Requirement for Students in Baccalaureate Programs**

The student may fulfill the writing competency requirement by successfully completing D001AB College Writing. This course (4 units) continues during the Fall and Spring Terms of the freshman year (excluding Interterm). Ordinarily, a student will have the same professor for both parts of the course, although it is possible to change for a good reason.

**EXAMINATION.** Students may request to take the Writing Competency Test which will be administered before the Fall registration. They may request to take a competency test before the Spring Term segment of the course if they think they should be exempt from D001B. If they pass these tests, they are exempt from the course in College Writing.

### **Writing Competency Requirement for Foreign Students in Baccalaureate Programs**

Students whose native language is not English and who have not yet acquired full academic proficiency in English fulfill the writing competency requirement by successfully completing D105J and prerequisite courses. Students whose native language is not English but who have acquired full academic proficiency in English fulfill the writing competency requirement in one of two ways:

- by passing an examination to demonstrate college level writing competency in English.
- by successfully completing D001AB.

## **Additions to CREDENTIAL & GRADUATE DEGREE PROGRAMS IN EDUCATION**

### **Ryan Services Credentials**

#### **Administrative Services Credential**

##### **Prerequisites:**

- a. A valid teaching credential; b. successful teaching experience. (Three years must be completed before credential is issued.)

Option (1):

Administration of Schools, and (2) Administration of Pupil Personnel Services

Required courses: C205, C212, C213, C214, C215, C216, C258, C263, C298.

Option (3):

Supervision of Instruction

Required courses: C205, C212 or 213, C214, C215, C216, C257, C258, C263, C298.

### **Pupil Personnel Services Credential**

Prerequisites:

A valid teaching credential or equivalent.

Required courses: C202, C203, C261, C262, C263, C269, C270, U224, U225, U230, U235, V161\*

### **Ryan Specialist Credentials**

The Specialist Credentials will be offered in the areas listed below. Any student interested in these credentials should request an application from the Graduate Office.

Prerequisite for Specialist Credentials:

A valid teaching credential.

#### **Bilingual/Cross-Cultural Specialist Credential**

Required courses: C280, C281, C282, D100/D200, D204, H115\*, H118\*, K165A, K165B, V125/V225, V210.

#### **Early Childhood Specialist Instructional Credential**

Required courses: C131/C231, C132/C232, C133/C233, C134/C234, C216, C235A, C235B, C238, C239, C272/U272.

#### **Special Education Specialist Credential (Learning Handicapped)**

Required courses: C142/C270, C147/C277/U277, C216, C271/U271, C272/U272, C273/U273, C274/U274, C275, C276, C278.

Any student wishing to obtain a Master's degree in conjunction with any of the Services and/or Specialist Credentials listed above must apply to the Graduate Office when beginning work toward the Services and/or Specialist Credential. Information concerning additional requirements for the Master's degree is available in the Graduate Office.

#### **Ryan Services Credential and Ryan Specialist Credential Courses:**

**C131—Introduction to Early Childhood Education** (3)  
Cf. C231

**C132—Cognitive Processes in the Young Child** (3)  
Cf. C232

**C133—Language Experience of the Young Child** (3)  
Cf. C233

**C134—Techniques for Early Identification, Prevention, and Remediation of Learning Problems** (3)  
Cf. C234

**C214—Philosophical and Historical Foundations of Education in the United States—Integrating Modern and Emerging Trends** (3)  
This course deals with the issues and challenges of today's schools integrating

modern and emerging trends in education. It is designed to reveal the unique characteristics of the American school system by presenting the philosophical and historical influences in its development.

**C215—Organization of School Systems—Legal Aspects** (3)

A study of the organization and administration of public and parochial school systems in the United States; considers the respective roles of federal, state, county, and local governments; examines the legal basis of education and litigation in the development of school systems.

**C216—Supervision of Instruction and Programs** (3)

This course is designed to provide opportunities for students to develop those competencies required for effective supervision of instruction and educational programs. Such competencies as the following are to be emphasized: proficiency in effecting change in personnel for the improvement of educational programs and of teaching, effective interpersonal relations, development of skills in decision-making and in all aspects of program planning, implementation, and evaluation.

**C222—Curriculum and Methods for the Urban School** (3)

In this course, emphasis is placed on methods of teaching children of minority groups in culturally different communities. Findings of current research are related to various approaches to content and process.

**C223—The Teacher and Child in the Urban School** (3)

This course is designed, through the study of the culturally different child, to make the teacher more aware of attitudes and skills needed to effect better interaction.

**C230—Language in the Urban School and Community** (3)

Linguistic skills as they apply to the speech patterns of the city child. The emphasis in this course is on speech patterns of minority groups.

**C231—Introduction to Early Childhood Education** (3)

A systematic study of the developmental characteristics of the young child beginning with prenatal life. Emphasis is placed on the relationship between these factors and the theoretical bases upon which early childhood programs have been and currently are being developed. Through lecture, discussion, films, review of research, and field study, fundamental theories of child development, philosophies of curriculum and established programs will be analyzed. Candidates will be encouraged to assess themselves in relation to the competencies and functions of early childhood specialists now and in the predictable future.

**C232—Cognitive Processes in the Young Child** (3)

Discussion of changing views as to how children develop intellectually. Focus on perceptual development including cognitive stages and changes in perceptual style. Consideration of thought patterns in young children—imagery, generation of ideas, schemata, concepts, rules, and problem-solving behavior. Attention to the developing integration of language and cognition with exploration of social influences, cognitive deprivation, second-language learning and memory processes. Field work will involve analysis of several existing early childhood programs in terms of developmental sequence and interconnections between cognition, perception, and language.

### **C233—Language Experience of the Young Child (3)**

Study of theories of language acquisition and development in early childhood. Concentration on normal and deviant patterns of growth in communication skills. Classroom procedures for improved speech and language functioning in young children. Instructional techniques and materials in pre-reading and beginning reading. Supervised professional practicums in diverse socio-cultural settings and with multi-age groups will focus on differing language patterns, skill development and the necessity of individualization of experience.

### **C234—Techniques for Early Identification, Prevention, and Remediation of Learning Problems (3)**

Advanced instruction in techniques of evaluation and diagnosis of current and potential learning problems. Training in interpretation of diagnostic data, selection and development of effective teaching techniques and construction of prescriptive plans which complement student strengths, developmental and experiential levels, socio-cultural backgrounds, and learning styles. Supervised field work will include laboratory participation in diagnosis, interpretation, selection of instructional activities, recording and continual evaluation of pupil progress, consultation with parents and professionals, selection of appropriate referral agencies and follow-through implementation.

### **C235A—Social and Scientific Discoveries of the Young Child (3)**

A study of the instructional program in social studies, science, mathematics, and health designed to promote self-esteem, positive social interaction, and subject matter competence in the young child. Individual and group instruction will be

utilized to develop principles, explore techniques of diagnosis, create strategies, select and develop materials, plan evaluation, and design the environment for the young child. Supervised professional practicums in differing socio-cultural settings and with different age groups will focus on the necessity of considering the individual child when developing curricula and planning for continuity of learning experience regardless of age.

### **C235B—Creative Expressions of the Young Child (3)**

A study of the instructional program in movement, drama, art and music, designed to promote self-esteem and creative expression in the young child. Individual and group instruction will be utilized to develop principles, explore techniques of diagnosis, create strategies, select and develop materials, plan evaluation, and design the environment for the young child. Supervised professional practicums in differing socio-cultural settings and with different age groups will focus on the necessity of considering the individual child when developing curricula and in planning for continuity of learning experiences regardless of age.

### **C236—Seminar: Parent and Community Involvement in Early Childhood Education (3)**

In-depth study of the community(ies) to be served, with emphasis on the similarities and differences among cultural groups in language, child-rearing practices, values and customs. Methods of effectively encouraging parent and community participation, for facilitating productive parent conferences, and for planning programs to strengthen home-school cooperation, including parent education as related to individual child development. Development of criteria for working with volunteers, tutors, parents, teachers, and paraprofessionals from diverse cultures.

**C238—Seminar: Contemporary Problems in Early Childhood Education**

(3)

Exploration of controversial issues such as fixed intelligence, predetermined development, importance of early experience, reversibility of deprivation and the relationship of these theoretical issues to curriculum. Review of research, preparation of professional reports, development of proposals, and investigation of methods to obtain cooperation and community understanding in the alleviation of contemporary problems within early childhood education.

**C239—Professional Practicum for the Early Childhood Specialist**

(3)

Supervised field and practicum experiences will take place in representative cross-cultural settings of public and private schools and agencies. Personnel will include all adults involved in early childhood education and children in at least one pre-kindergarten developmental level (and one level at kindergarten or primary where needed.) Throughout the continuum, the candidate, college instructors, and the supervising personnel measure the effectiveness of the candidate's interaction in the early childhood community.

**C258—Sociological Aspects of Administrative Leadership**

(3)

A study of the knowledge, theory, and research of the behavioral sciences that are transforming school administration, the behavior of individuals and groups in an organizational setting, and its application to current professional problems in education.

**C262—Pupil Personnel Services and their Organization**

(3)

An introduction to the basic principles of guidance and counseling and a study

of the organization and administration of pupil personnel services in the school.

**C263—Laws Relating to Schools and Youth**

(3)

A study of legal regulations relating to schools, school personnel, and children. Students become familiar with the codes and legal references and with agencies which implement these regulations.

**C270—Survey of Programs for Child with Exceptional Needs**

(3)

Provides an introduction to the problem of exceptionalities of all types; the history of special education, the legal and administrative framework for special education in California; education, socio-cultural, and psychological rationale for grouping children, while retaining the basic principles of normal growth and development underlying the deviations of the special exceptionalities. Types of special education programs are studied in relationship to the mainstream of regular education.

**C271—Appraisal of Exceptional Children**

(3)

A study of the use of tools for assessing exceptionalities in children; statistical concepts in measuring abilities; principles of assessment; methods of administration and interpretation; assessment instruments; and the relationship of the results of assessment to the total evaluation of the child. (Cf. U271.)

**C272—Disturbances in Child Development**

(3)

Includes a study of the learning and behavioral development characteristics of the five major groups of exceptionality as they arise from genetic and hereditary, neuro-physical traits, prenatal and neonatal development, nutritional factors, disturbances in sensory-motor, language, auditory and visual development, learning and problem-solving, social and emotional development, physical, loco-

motor, disease, physical injury, etc., and other specific effects of environmental and developmental processes. (Cf. U272.)

**C273—Development of Specific Learning Abilities (3)**

Provides the opportunity for the candidate to use the outcomes of assessment to *plan specific programs* of remediation or amelioration of basic psychological functioning, and enables him to participate in the actual implementation of these plans through work with individual or small groups of children in the various categories of exceptionalities. (Cf. U273.)

**C274—Counseling and Guidance of Exceptional Children (3)**

Primarily a study of *human relations*, which provides the basis for the effective working relationships, both interpersonal and interprofessional, involving the complex situation of persons interacting with one another at all levels of the organizational social structure. The student develops the ability to relate effectively with pupils, parents, co-workers, and resource personnel; becomes sensitive to the feelings and needs of others by understanding his own, develops skills of communication, and learns to appreciate and use available resources. This course also helps the student develop the ability to work harmoniously and effectively with all personnel—a necessary condition for the success of the concerted efforts of all members of the staff toward a common goal of promoting the learning of children. (Cf. U274.)

**C275—Teaching of Language Arts for the Learning Handicapped (3)**

In this course, the student draws upon the knowledge and skills requisite for effective teaching of reading and language arts in the regular classroom. He

learns to adapt them to the learning abilities of learning handicapped children. This course may be taken concurrently with student teaching or completed before that semester.

**C276—Teaching of Mathematics, Science and Social Science for the Learning Handicapped (3)**

In this course the student draws upon the knowledge and skills requisite for effective teaching of mathematics, science, and social science in the regular classroom. He learns to adapt them to the learning abilities of learning handicapped children. This course may be taken concurrently with student teaching, or completed before that semester.

**C277—Language and Speech Disorders (3)**

Designed to acquaint the candidate in special education with the normal language development, and with the causes, characteristics, and remediation of speech disorders and defects in the handicapped child. Includes observation, evaluation, and participation in programs of speech development and therapy. (Cf. U277.)

**C278—Supervised Teaching: Learning Handicapped (3-4)**

Gives the candidate the opportunity to develop his skills in translating the theory and content of the pre-professional and professional courses into practice in the actual classroom situation. It provides experience in all aspects of teaching the learning handicapped children: assessment, programming, instruction, management, record maintenance, evaluation of progress, and contacts with families and community.

**C280—The Spanish Speaking Learner: Development and Learning (3)**

A systematic study of the developmental characteristics of the learner in

a Spanish-speaking home and a Spanish-American culture. Emphasis is placed on those factors influencing social adjustment, aptitudes, achievement, and motivation. The relationship between these factors and current curriculum content and teaching strategies is examined. Established and emerging philosophies and theories of bilingual education are analyzed by means of lectures, research reports, discussion, observations, and participation.

**C281—Implementing the Bilingual/  
Cross-Cultural Program (3)**

A course designed to reexamine the curricula of the schools as approved by the California State Board of Education. Special attention will be given to the *Framework for Reading* and the *Framework for Bilingual-Bicultural Education and English as a Second Language* for elementary and secondary schools. Prerequisite: C280.

**C282—Professional Practicum for the  
Bilingual, Cross-Cultural Specialist (3)**

This course is designed to give the specialist-candidate the opportunity to obtain firsthand knowledge and competency in effecting the instructional program for the bilingual, cross-cultural student under the supervision of authorized public school and college personnel. This involves two ten-week periods of classroom teaching and the fulfillment of the related responsibilities expected of the in-services specialist. Equivalency for one period may be arranged with the Chairman of the Department of Education. Provision for K-12 field work will be based on applicant's experiences and basic teaching credential.

**C296—Master's Seminar (3)**

The Master's Seminar is designed to provide opportunities for the candidates to develop competency in researching a current issue in education, analyzing its

operational problem and making a research report. Failure to complete the seminar work in one semester requires the student to re-register for another three-unit course.

## **PRE-RYAN COURSES**

*Pre-Ryan Courses* which are available and will be offered on demand:

**C136—Child Development and the  
Educative Process (3)**

A systematic study of the developmental characteristics of the child beginning with prenatal life. Emphasis is placed on how developmental factors influence the child's ability to learn, and how these factors affect the content and organization of curriculum. Principles are derived from interpretation of reliable data of experimental studies and surveys regarding physiological, emotional, social, mental, and moral growth and development. Observation and participation in pre-school and elementary classrooms provide opportunities to apply those principles learned in class.

**C137A—Reading and Communication  
Skills in the Elementary Curriculum (3)**

A study of the child in the elementary school curriculum with special emphasis on reading, including phonics and the other requisite skills. Other communication skills studied are listening, and oral and written expression. This course includes the developing of an understanding of general principles, objectives, instructional procedures and materials, and the evaluation process. Observation and participation in actual classroom situations focus on these subjects; includes some supervised teaching.

**C137B—Mathematics in the Elementary Curriculum (3)**

A study of the child in the elementary school curriculum with an emphasis on the part that mathematics plays in his total development. The general principles of modern mathematics, objectives, instructional techniques, and materials are studied. The evaluation of achievement as well as observation, participation, and actual teaching in classroom situations are included. Prerequisite or concurrent: S050/S350.

**C137C—Science and Social Studies in the Elementary Curriculum (3)**

A study of the child in the elementary school curriculum with special emphasis on the teaching of science and social studies. The unit method of instruction is applied to both subjects as well as general principles, objectives, instructional procedures and materials, and the evaluation process. Observation and participation in actual classroom situations focus on these subjects; includes some supervised teaching.

**C170—Teaching of (Major)/(Minor) in the Secondary School (1-2)**

A study of the rationale underlying the content, placement, and methodology as it specifically relates to the teaching major and minor. This course includes practice in the development and use of materials and equipment for teaching in the junior and senior high school. Observation and participation in the classroom is a part of this course.

**C171—Educational Psychology (3)**

A study of the mental changes and the conditions associated with learning. This course is designed to equip the student to analyze educational problems psychologically, to measure differences between individuals, and to apply this knowledge for the improvement of teaching-learning situations. Prerequisite: U001.

**C172—Guidance of the Secondary School Learner (3)**

Principles for the education and guidance of the adolescent derived from interpretation of reliable data of experimental studies and surveys regarding the physiological, emotional, social, mental, and moral growth and development; guidance techniques include testing programs and basic statistical procedures.

**C173—The Secondary School Curriculum (3)**

Courses of study, materials, and equipment used in teaching in junior and senior high schools. Observations at Pasteur Junior High School and Hamilton High School are a part of this course.

**Additions to  
BACCALAUREATE  
& GRADUATE  
PROGRAMS IN  
OTHER  
ACADEMIC  
DEPARTMENTS**

**ART**

**A177—Christian Art (3)**

Explores the role of art in the evolution of Christian faith. Slide lecture.

## CONSUMER STUDIES/ HOME ECONOMICS

### **M002/M102—Consumer Issues: Problems and Solutions (3)**

A study of the consumer movement and its leaders; alternatives available to the American consumer in purchasing goods and services; the decision-making process and the influence of goals and values; ways to limit waste of resources; consumer legislation. Field work in the community.

### **M192—Special Problems (1-3)**

In-depth exploration of special interest areas in consumer concerns; could involve interdisciplinary and cross-disciplinary studies. May be repeated for credit.

## ENGLISH AND SPEECH

### **D100/D200—English Linguistics (3)**

A diachronic and synchronic approach to the linguistic analysis of English; special focus on problems in the history and structure of the English language relevant to teachers in bilingual and cross-cultural programs. Prerequisite: Demonstration of competency in traditional English grammar.

### **D125J—Approaches to Literature (3)**

Study of a selection of great works; experience in critical and creative reading. May be repeated for credit. Prerequisite: D009J.

### **D204—Comparative Bilingual Studies (3)**

Provides the academic background and practical experience for making contrastive analyses on the levels of phonology, morphology, syntax, and graphology. Special attention is given to relating the techniques and results of such analyses to bilingual and English as a second language teaching situation. Prerequisite: D100 or D200.

## FOREIGN LANGUAGES

### *FRENCH*

#### **The B.A. Degree with a Major in French at Chalon Campus French Studies Emphasis**

##### **Preparation**

**F004AB Intermediate French or  
approved alternate (3-3)**

**F010ABCD Phonetics and  
Conversation (Select  
three modules.)(1-1-1-1)**

##### **Requirements**

**F101 Stylistics and  
Composition (3)**

**F112AB Introduction to the  
Study of French  
Literature (3-3)**

**F113AB Advanced  
Grammar (3-3)**

**F132 History and Civilization  
of France (3)**

**F191 Senior Thesis (1)**

**Two approved upper division  
courses chosen from stylistics,  
linguistics, study-travel, or related  
area courses. (6)**

**Total upper division units in  
French—25**

**Plus General Studies requirements  
and electives totaling 129  
semester units.**

**Senior Thesis:** French majors must complete a senior thesis under the direction of a department member. They enroll in F191, Senior Thesis, during the term in which they complete the work. Upon acceptance of the paper by the department, the student receives one unit of credit and no grade.

**FIH003/FIH103—Diction for Singers (3)**  
The essentials of pronunciation, vocabulary, structure, and phrasing in French, Italian, and Spanish for the vocalist.

**FH093/FH193—Masterworks of European Literature in Translation (3)**  
The discussion, analysis, and appreciation of selected literary works from the best of Europe's writers, periods, genres.

**F004AB—Intermediate French (3-3)**  
Continues the development of the four language skills. Selected literature and culture readings discussed and analyzed in French to enrich vocabulary and improve writing ability.

**F113AB—Advanced Grammar (3-3)**  
A thorough review of the structure of the language with concentration on more complex points of French grammar; exercises in prose composition, *explication de texte*, and intensive speech development emphasis.

## ITALIAN

**IFH003/IFH103—Diction for Singers (3)**  
The essentials of pronunciation, vocabulary, structure, and phrasing in Italian, French, and Spanish for the vocalist.

## SPANISH

### The B.A. Degree with a Major in Spanish at Chalon Campus Spanish Studies Emphasis

#### Preparation

**H004AB Intermediate Spanish or approved alternate (3-3)**

**H008ABCD Phonetics and Conversation (Select three modules.)(1-1-1-1)**

#### Requirements

**H109 Stylistics and Composition (3)**

**H112AB Introduction to the Study of Spanish Literature (3-3)**

**H115 Applied Linguistics (3)**

**H125AB Advanced Grammar (3-3)**

**H142 History and Civilization of Spain (3)**

One upper division course chosen from Hispanic language, literature, civilization, study-travel, or an approved related area course. (3)

**H191 Senior Thesis (1)**

Total upper division units in Spanish—25

Plus General Studies requirements and electives totaling 129 semester units.

**Senior Thesis:** Spanish majors must complete a senior thesis under the direction of a department member. They enroll in H191, Senior Thesis, during the term in which they complete the work. Upon acceptance of the paper by the department, the student receives one unit of credit and no grade.

**HIF003/HIF103—Diction for Singers (3)**  
The essentials of pronunciation, vocabulary, structure, and phrasing in Spanish, French, and Italian for the vocalist.

**HF093/HF193—Masterworks of European Literature in Translation (3)**  
The discussion, analysis, and appreciation of selected literary works from the best of Europe's writers, periods, genres.

**H004AB—Intermediate Spanish (3-3)**  
Continues the development of the four language skills. Selected literature and culture readings discussed and analyzed in Spanish to enrich vocabulary and improve writing ability.

**H009—Spanish for Medical Workers (3)**  
Essential Spanish vocabulary and phrases for a variety of medical situations, including admitting, taking case history, emergency room, and prepping for surgery.

**H125AB—Advanced Grammar (3-3)**  
A thorough review of the structure of the language with concentration on the more complex points of Spanish grammar; exercise in prose composition, intensive speech development emphasis. Prerequisite: H004AB.

**H331—Conversational Spanish for Teachers, Level I (3)**  
Develops the most fundamental conversational Spanish skills for the classroom as well as reading, understanding, and writing abilities. Language lab, active class practice, and exchange in Spanish.

**H332—Conversational Spanish for Teachers, Level 2 (3)**  
Continues progress of basic Spanish conversational skills for the teacher. Stress is on participation in class conversation as well as on developing skills in reading, understanding, and writing. Language lab every session.

## **HISTORY, ECONOMICS, POLITICAL SCIENCE, BUSINESS AND ORGANIZATIONAL MANAGEMENT**

### ***BUSINESS AND ORGANIZATIONAL MANAGEMENT***

#### **The B.A. Degree with a Major in Business and Organizational Management**

##### **Preparation**

- J001 Principles of Economics (3)**
- J002 Principles of Economics (3)**
- J004 Introduction to  
American Business (3)**
- S038 Statistics (3)**

##### **Recommended**

- K007FH Age of Business;  
Economics of the  
New Deal (2)**
- L001 Introduction to  
American Government (3)**
- U001 General Psychology (3)**
- V005 Sociological Perspectives (3)**
- Y004F Industrial Revolution(1½)**

##### **Requirements**

**A minimum of eight upper  
division courses including the  
following:**

- J108 Business and  
Social Ethics (3)**
- J115AB Accounting (3-3)**
- J160 Marketing (3)**
- J185 Business Management I (3)**
- J188 Business Policy (3)**
- J190 Business Internship (1-6)**

**Total units in major courses — 36  
Plus General Studies requirements  
and electives totaling 129  
semester units.**

mixed economic systems of Europe and Japan, and the command economies of Russia, China, and Yugoslavia. (Formerly J191.)

**J085/185—Business Management I** (3)  
Introduction to principles of organization, decision making and control; analysis of line and staff structures, production and quality standards, responsibility and business community relationship. Use of case studies and experiences in the field. (Formerly J185A.)

**J093/J193—Selected Problems** (1-3)  
Course, independent study, seminar, or directed readings in current issues and policies. (Formerly J193/J293.) May be repeated for credit.

**J133—Government and Business** (3)  
The spectrum of government influence and control of business; the regulation of competition and monopoly, the protection of consumers, and the control of environment and quality of life. (Formerly J125.)

**J146—Investments** (3)  
A study of investment portfolio selection for the layman. Emphasizes portfolio diversification, rates of return, risk, stocks, bonds, real estate, and legal rights and obligations.

**J186—Business Management II** (3)  
A continuation of Business Management I.

**J188—Business Policy** (3)  
Strategy formulation of firms in a dynamic environment of costs of capital, profitability, competition, and other parameters. A decision-making process augmented with case and simulation analysis. Intended as a final course for business majors. (Formerly J192.)

**J011/J111—Economic Geography** (3)  
An inquiry into the location patterns of economic activities (consumption, production, exchange) and their functional relationships with other geographic features, both cultural and natural; energy sources and selected commodities. (Formerly J025.)

**J015/J115AB—Accounting** (3-3)  
An introduction to the processes of recording, sorting, and summarizing data resulting from business transactions and events, including the derivation and use of the balance sheet, the income statement, and the funds flow and cash flow statements. (Formerly J102AB.)

**J018/J118—Comparative Economic Systems** (3)  
Analysis of economic systems of the modern world; emphasis on the varying degrees of nationalization, welfare, and planning found in the United States, the

## HISTORY

### Requirements for the Minor in History

- K001AB Western Civilization (3-3)  
 K101 Writing of History (3)  
 OR  
 K198 Historiography (3)  
 Two upper division courses in  
 American History  
 Three upper division courses in  
 other areas.

### The B.A. Degree with a Major in History

#### Preparation

- K001AB Western Civilization (3-3)  
 K025/K125 Cultural and  
 Historical Geography(3)  
 AND  
 L001 American Government  
 and Institutions (3)  
 L010 Political Concepts (3)

#### Requirements

- Ten upper division courses  
 including:  
 K101 Writing of History (3)  
 K198 Historiography (3)  
 OR  
 Seminar in the  
 Humanities (3)  
 Two-course sequence in  
 American History (6)  
 Two-course sequence in  
 European History (6)  
 Followed by one additional  
 course in American  
 History and European  
 History (6)  
 Two courses selected from the  
 history of other  
 areas (6)  
 Completion of research paper  
 Total units in major courses—42  
 Plus General Studies requirements  
 and electives totaling 129 semester  
 units.

### K001AB—Western Civilization (3-3)

An historical study of the major elements in man's heritage designed to introduce the student to the ideas, attitudes, and institutions basic to western civilization.

### K162AB—History and Civilization of Latin America (3-3)

- A. Latin American Civilization  
 A survey of pre-Columbian and Latin American social and cultural history, with stress on the values and institutions which have created modern society in the Latin American world.
- B. Latin American Nations  
 A study of selected major nations of topical interest and of the role of the revolution, military dictatorship, and reform as vehicles of modernization. May be repeated with the consent of the instructor.

### K165AB—History of the Spanish- Speaking Peoples of the United States (3-3)

- A. Latin American Culture  
 A survey of the indigenous civilizations, the influence of Spain and of the modern impact of the United States with stress on the social and cultural changes in Mexico which have caused migration northward. Reference to the history of other nations which have representation in Southern California.
- B. The Spanish-Speaking in the United States  
 A study of the Spanish-speaking peoples in the United States today. The history, contemporary status, and emerging future of the Mexican Americans, with attention to the Puerto Ricans, Cubans, and other communities of importance to Southern California.

## *POLITICAL SCIENCE*

### **L002/L102—Comparative Politics (3)**

An investigation of the concepts and techniques which enable the student to compare divergent political systems, focusing upon both traditional and innovative concepts such as power, ideology, decision making, elitism, and the structural-functional approach. Particular attention is devoted to political systems. (Formerly offered for upper division credit only.)

### **L031/L131—International Relations (3)**

A general survey of the institutions, considerations, and ideologies involved in the formation and execution of foreign policy within a world context. Special attention is placed upon international agencies, including the United Nations. (Formerly offered for upper division credit only.)

## **MUSIC**

### **N002AB—CD—E/N102AB—CD—E— Musicianship II (4-4-3)**

Harmony (3); Solfege (1). Lecture and laboratory, five hours each week for two

semesters. Continuation of Musicianship I, including ninth, eleventh, and thirteenth chords, chromatic harmony and modulation. Development of aural, visual, singing, writing, and playing skills in compound intervals, chromatic and atonal melodies, chromatic harmonies, modulation, and more complex meters and rhythms.

Practical Keyboard Musicianship (3). A functional approach to sight reading, harmonization, transposition, score reading, and improvisation at the keyboard.

The following courses listed in the regular catalog for 1974-1976 may be taken for either upper division or graduate credit:

**\*N110—Gregorian Chant**

**\*N113—Applied Music (For non-music majors)**

**\*N115—Applied Music (For music majors)**

### **Music Education**

For information on the revised Music Education concentration, please consult the Music Department.

## **NURSING (Main Campus)**

### **Clinical Practice Policy**

If a student's level of clinical practice is unsatisfactory or unsafe, the student may be asked to withdraw before the end of the semester.

### **0112AB—Nursing Science (10-11)**

Lecture, 3 hours; laboratory 21-24 hours, for two semesters. A senior year course. Consult regular catalog for course description.

## PHILOSOPHY

### **P135A—Contemporary Moral Problems**

(3)

A problem-oriented study of the application of moral standards to contemporary moral problems selected by the students; the justification of positions on particular issues.

### **P135B—Medical-Moral Problems**

(3)

A study of the ethical, social, and legal issues involved in contemporary medical developments.

## PSYCHOLOGY

### **U148—Industrial Psychology**

(3)

Study of the psychological principles and techniques used in a business setting. Topics include the psychology of work, personnel selection, appraisal, job analysis, placement training, production efficiency, and consumer behavior.

### **U271—Appraisal of Exceptional Children**

(3)

A study of the use of tools for assessing exceptionalities in children: statistical concepts in measuring abilities; principles of assessment; methods of administration and interpretation; assessment instruments; and the relationship of the results of assessment to the total evaluation of the child. (Cf. C271.)

### **U272—Disturbances in Child Development**

(3)

Includes a study of the learning and behavioral development characteristics

of the five major groups of exceptionality as they arise from: genetic and hereditary, neuro-physical traits, prenatal and neonatal development, nutritional factors, disturbances in sensory-motor, language, auditory and visual development, learning and problem-solving, social and emotional development, physical, locomotor, disease, physical injury, etc., and other specific effects of environmental and developmental processes. (Cf. C272.)

### **U273—Development of Specific Learning Abilities**

(3)

Provides the opportunity for the candidate to use the outcomes of assessment to *plan specific programs* of remediation or amelioration of basic psychological functioning, and enables him to participate in the actual implementation of these various plans through work with individual or small groups of children in the various categories of exceptionalities. (Cf. C273.)

### **U274—Counseling and Guidance of Exceptional Children**

(3)

Primarily a study of human relationships, which provides the basis for the effective working relationships, both interpersonal and interprofessional, involving the complex situation of persons interacting with one another at all levels of the organizational social structure. The student develops the ability to relate effectively with pupils, parents, co-workers, and resource personnel; becomes aware of legal and personal nature of this work; and learns to appreciate the sensitivity of the materials being used. This course also helps the student develop the ability to work harmoniously and effectively with all personnel, a necessary condition for the success of the concerted efforts of all members of the staff toward a common goal of promoting the learning of children. (Cf. C274.)

### **U277—Language and Speech**

#### **Disorders (3)**

Designed to acquaint the candidate in special education with normal language development, and with the causes, characteristics, and remediation of speech disorders and defects in the handicapped child. Includes observation, evaluation, and participation in programs of speech development and therapy. (Cf. C277.)

## **SOCIOLOGY (Main Campus)**

### **V125/225—Comparative Social**

#### **Structures (3)**

An examination of the basic social structures of society. A study of the similarities and differences between societies, including a comparison of primitive and modern cultures. A special emphasis will be placed on the dominant American culture as contrasted with the sub-cultures in today's society, primarily, the Spanish-speaking sub-cultures.

### **V210—Contemporary Social Issues (3)**

An explication and analysis of the institutional disjunctions, the conflict between value systems, and the stresses between majority and minority groups in contemporary society. Special emphasis on America's largest minorities, with Spanish-speaking minorities as cases in point.

*SOCIAL SCIENCE MAJOR  
WITH AN EMPHASIS IN  
HISPANIC CIVILIZATION*

**Social Science Major  
with an Emphasis in  
Hispanic Civilization**

**Preparation**

**H025AB** Advanced Spanish  
Grammar or its  
equivalent (2-2)

Six lower division units in History  
or in the Culture and Civilization  
series (6)

**Requirements**

**H112AB** Introduction to the  
Study of Spanish  
Literature (3-3)

**K162AB** History and Civilization  
of Latin America (3-3)

18 units from the following  
elective courses:

**H042/142** History and  
Civilization of Spain (3)

**H115** Applied Linguistics (3)

**H118** Historical Spanish  
Grammar (3)

**H123** Literary Expression of  
Medieval Thought (3)

**H124** The Golden Age:  
Lyrics and Dramatic  
Poetry (3)

**H127** Cervantes (3)

**H129** Poetry and Drama of  
the Nineteenth  
Century (3)

**H130** Realism in the Spanish  
Novel from 1554-  
1898 (3)

**H132** Studies in the  
Generation of 1898 (3)

**H135** Peninsular Literature  
Since 1940 (3)

**Additions to  
INTER-  
DISCIPLINARY  
MAJORS**

H140	The "Modernista" Poets	(3)
H141	The Spanish-American Novel from 1910 to 1940	(3)
H143	The Spanish-American Short Story	(3)
H147	Literary Analysis	(3)
H190	Special Studies	(3)
K125	Cultural Geography	(3)
K160	Social History of Spain	(3)
K164	Latin American Cultures	(3)
K165	La Vida in the United States	(3)
K193	Studies in Selected Historical Topics	(3)

Total units in History, Spanish,  
Culture and Civilization—39  
Plus General Studies requirements  
and electives totaling 129  
semester units.

### *SOCIAL SCIENCE MAJOR WITH AN EMPHASIS IN HISTORY*

The B.A. Degree with a Major in  
Social Science with an  
Emphasis in History

#### Preparation

K025/K125 Cultural and Historical Geography	(3)
L001 American Government and Institutions OR	(3)
L010 Political Concepts	(3)
K001AB Western Civilization	(3-3)

#### Recommended

J001 Principles of Economics	(3)
Two modules from K007ABCDEFGHI American Civilization	(2)

#### Requirements

Ten upper division courses including:	
K101 Writing of History	(3)
Two course sequence in American History	(6)
Two course sequence in European History	(6)
Three upper division courses in Economics, Political Science or Sociology	(9)

Total units in Social Science—42  
Plus General Studies requirements  
and electives totaling 129  
semester units.

*SOCIAL SCIENCE MAJOR WITH  
AN EMPHASIS IN  
POLITICAL SCIENCE*

The B.A. Degree with a Major in  
Social Science with an  
Emphasis in Political Science

**Preparation**

L010 Political Concepts  
and Culture (3)

K001AB Western Civilization(3-3)

**Recommended**

K007ABCDEFGHI American  
Civilization (8)

**Requirements**

Six upper division courses in  
Political Science (18)

Three upper division courses in  
History or Economics  
or Sociology (9)

Total units in major courses—33  
Plus General Studies requirements  
and electives totaling 129  
semester units.

## **Additions to The ASSOCIATE IN ARTS PROGRAM**

### *BUSINESS*

**J090—Business Internship**, required for the Associate-in-Arts Degree with a specialization in Business, is not transferable to the baccalaureate program in Business and Organizational Management.

## **NURSING (Doheny)**

### **Clinical Practice Policy**

If a student's level of clinical practice is unsatisfactory or unsafe, the student may be asked to withdraw before the end of the semester.

## **PRE-SCHOOL AND EARLY ELEMENTARY TEACHING SPECIALIZATION**

The two-year program at the Doheny Campus fulfills the requirements for a Child Center Instructional Permit with postponement of requirements. These requirements as established by the Commission for Teacher Preparation and Licensing and the State Board of Education are the following:

- a. Sixty semester hours of course work, including at least twelve semester hours related to the major;
- b. Field work course in a pre-school program.

This permit is valid for two years and may be renewed for successive two-year periods if, during these periods, the student takes a minimum of four units in subject fields related to the major.

At the end of the two-year program at Doheny, the student may transfer to the four-year program at the Chalon Campus with a major in Child Development for a regular Child Center Instructional Permit, or for a multi-subject credential and Specialist in Early Childhood Education.

The suggested Associate in Arts program is the same as that described in the general catalog, except V004, The Family, replaces M035, The Young Child in His Family and Community.

## **SOCIOLOGY (Doheny)**

### **V004—The Family (3)**

The structure of the family as institution. Change as it affects the structure of the family, the functions it performs, and the definition of member roles. Involves a comparison of types of family systems.

# **SPECIALIZED NON-DEGREE PROGRAMS**

## **CERTIFICATE IN ENGLISH FOR NON-NATIVE SPEAKERS**

Designed for non-native speakers of English who want to improve their English proficiency for personal or professional reasons, the certificate is granted upon completion of a course of study outlined in consultation with the director of the program. The particular courses required of each student will depend on individual needs and interests, but all students must successfully complete three upper-division ESL courses to receive the certificate.



# INDEX

Administrative Services Credential .....	8-9
Auditing courses .....	5
Bilingual/Cross-Cultural Specialist .....	9
Business and Organizational Management, major requirements .....	18
Early Childhood Specialist .....	9
ETS Aptitude Test .....	6
English as a Second Language .....	27
Examinations .....	6
Foreign students .....	8
French, major requirements .....	16
senior thesis .....	17
Health insurance .....	5-6
History, major requirements .....	20
minor .....	20
Interterm .....	7
Music education .....	21
Nursing, clinical practice policy .....	21,27
student insurance .....	5-6
Pre-School specialization .....	27
Pupil Personnel Services Credential .....	9
Social Science majors .....	24-26
emphasis in Hispanic Civilization .....	24-25
in History .....	25
in Political Science .....	26
Spanish, major requirements .....	17
senior thesis .....	17
Special Education Specialist .....	9
TOEFL .....	6
Writing Competency Test .....	8







## ACADEMIC CALENDAR, 1975-1976

### FALL TERM - 1975

September 3 - 7	Testing, academic advisement, orientation for new students
September 8	Registration for new students, part-time, and graduate students
September 9	Registration for returning students
September 10	Classes begin
September 19	Last day to register or add a course
November 3	Last day to drop a course
November 14	Last day to submit Interterm Independent Study proposals
November 27	Thanksgiving holiday begins
December 1	Classes resume
December 8	Immaculate Conception - Holiday
December 15 - 19	Final examinations
December 20	Christmas holiday begins

### INTERTERM - 1976

January 5	Interterm classes begin
	Late registration for Interterm
January 7	Last day to register or add a course
January 9	Last day to drop a course
January 30	Interterm ends

### SPRING TERM - 1976

February 9	Registration for new students, part-time, and graduate students
February 10	Registration for returning students
February 11	Classes begin
February 16	Washington's Birthday - Holiday
February 20	Last day to register or add a course
March 1 - 31	Sophomores apply for acceptance into major
April 5	Last day to drop a course
April 15	Easter holiday begins
April 20	Classes resume
May 24 - 28	Final examinations
May 29	Graduation

### SUMMER SESSION - 1976

June 19	Summer session registration - Doheny Campus
June 21	Summer session registration - Chalon Campus
	Classes begin
July 30	Summer session ends

**CHALON CAMPUS 12001 Chalon Road, Los Angeles, CA 90049**  
**DOHENY CAMPUS at 10 Chester Place, Los Angeles, CA 90007**